

# Title II

## Higher Education Act

### SUBMIT REPORTS

[Contact Us](#) - [Glossary](#) - [Log out](#)

Hastings College  
Traditional Program  
2011-12

### Print Report Card

#### Institution Information

**Name of Institution:** Hastings College  
**Institution/Program Type:** Traditional  
**Academic Year:** 2011-12  
**State:** Nebraska

**Address:** 710 N Turner Ave

Hastings, NE, 68901

**Contact Name:** Dr. Kathryn (Kass) Rempp  
**Phone:** 402-461-7307  
**Email:** krempp@hastings.edu

**Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?**

<http://www2.ed.gov/about/offices/list/oi/tqp/index.html>

No

**If yes, provide the following:**

**Award year:**

**Grantee name:**

**Project name:**

**Grant number:**

**List partner districts/LEAs:**

**List other partners:**

**Project Type:**

## Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at

<http://www2.ed.gov/about/offices/list/oi/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Art (General) Subject K-6	No
Art Field K-12	No
Basic Business Subject 6-12	No
Biology Subject 7-12	No
Business, Marketing, Information Technology Field 6-12	No
Chemistry Subject 7-12	No
Coaching 7-12 Supplemental	No
Early Childhood Education Birth-3	No
Elementary Education Field K-8	No
English as a Second Language PK-12 Supplemental	No
English Subject 7-12	No
History Subject 7-12	No
Instrumental Music Subject 7-12	No
Instrumental Music Subject K-12	No
Instrumental Music Subject K-8	No
Journalism and Mass Communications Subject 7-12	No
Language Arts Field 7-12	No
Mathematics Field 7-12	No
Middle Grades Field 4-9	No
Music Field K-12	No
Natural Science Field 7-12	No
Physical Education Subject 7-12	No
Physical Education Subject K-12	No
Physical Education Subject K-6	No
Physical Science Field 7-12	No
Physics Subject 7-12	No
Psychology Subject 7-12	No
Social Science Field 7-12	No
Special Education Mild/Moderate Disabilities Field 7-12	No

Special Education Mild/Moderate Disabilities Field K-12	No
Special Education Mild/Moderate Disabilities Field K-6	No
Speech Subject 7-12	No
Theatre Arts Subject 7-12	No
Vocal Music Subject 7-12	No
Vocal Music Subject K-12	No
Vocal Music Subject K-8	No
World Language Spanish Subject 7-12	No
<b>Total number of teacher preparation programs: 37</b>	

### Section I.b Admissions

**Indicate when students are formally admitted into your initial teacher certification program:**

Sophomore year when requirements are met

**Does your initial teacher certification program conditionally admit students?**

No

**Provide a link to your website where additional information about admissions requirements can be found:**

<http://www.hastings.edu/igsbase/igstemplate.cfm/SRC=DB/SRCN=/GnavID=662>

**Please provide any additional about or exceptions to the admissions information provided above:**

Most candidates will apply and be admitted at the end of the sophomore year, but they have to have met all requirements before they may be admitted. Data for admissions come from multiple sources and are tracked in our database.

### Section I.b Undergraduate Requirements

**Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))**

**Are there initial teacher certification programs at the undergraduate level?**

Yes

**If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.**

Element	Required for Entry	Required for Exit
Transcript	No	No
Fingerprint check	No	No
Background check	No	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes

Minimum GPA in content area coursework	No	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	Yes	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	No
Interview	No	No
Other satisfactory portfolio	No	Yes

**What is the minimum GPA required for admission into the program?**

2.5

**What was the median GPA of individuals accepted into the program in academic year 2011-12**

3.51

**What is the minimum GPA required for completing the program?**

2.5

**What was the median GPA of individuals completing the program in academic year 2011-12**

3.53

### Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205\(a\)\(1\)\(C\)\(i\)](#))

**Are there initial teacher certification programs at the postgraduate level?**

Yes

**If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.**

Element	Required for Entry	Required for Exit
Transcript	Yes	No
Fingerprint check	No	No
Background check	No	No
Minimum number of courses/credits/semester hours completed	No	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	Yes
Minimum GPA in professional education coursework	No	Yes

Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	No	No
Other satisfactory portfolio	No	Yes

**What is the minimum GPA required for admission into the program?**

2.5

**What was the median GPA of individuals accepted into the program in academic year 2011-12**

3.86

**What is the minimum GPA required for completing the program?**

3

**What was the median GPA of individuals completing the program in academic year 2011-12**

3.803

### Section I.c Program Enrollment

**Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.**

Total number of students enrolled in 2011-12:	122
Unduplicated number of males enrolled in 2011-12:	39
Unduplicated number of females enrolled in 2011-12:	83

2011-12	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	2
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	1
Native Hawaiian or Other Pacific Islander:	0
White:	117

Two or more races:

0

### Section I.d Supervised Experience

**Provide the following information about supervised clinical experience in 2011-12.**

Average number of clock hours of supervised clinical experience required prior to student teaching	100
Average number of clock hours required for student teaching	640
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	2.5
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	2.5
Number of students in supervised clinical experience during this academic year	211

**Please provide any additional information about or descriptions of the supervised clinical experiences:**

Number of students in supervised clinical experience includes Ed Lab, Junior Block, Secondary Clinical, and student teaching. In the previous year's report I reported only the number of student teachers, which accounts for the difference in numbers for this item.

Ed Lab, Clinical, and practicum supervision is included in FTE faculty calculations.

I recorded a 0 in "mentoring/induction support" because our program does not have a mentoring program for first year teachers. For student teaching, supervisors conduct six observations, approximately one hour each.

### Section I.e Teachers Prepared by Subject Area

**Please provide the number of teachers prepared by subject area for academic year 2011-12. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))**

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	16
Teacher Education - Early Childhood Education	15
Teacher Education - Elementary Education	54
Teacher Education - Junior High/Intermediate/Middle School Education	30
Teacher Education - Secondary Education	42
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	1
Teacher Education - Business	2

Teacher Education - English/Language Arts	6
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	3
Teacher Education - Music	7
Teacher Education - Physical Education and Coaching	7
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	1
Teacher Education - Social Science	2
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	2
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	2
Teacher Education - Physics	
Teacher Education - Spanish	2
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	5
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify :	

### Section I.e Teachers Prepared by Academic Major

**Please provide the number of teachers prepared by academic major for academic year 2011-12. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))**

Academic Major	Number Prepared
Education - General	1
Teacher Education - Special Education	15
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	44
Teacher Education - Junior High/Intermediate/Middle School Education	20
Teacher Education - Secondary Education	30
Teacher Education - Agriculture	
Teacher Education - Art	1
Teacher Education - Business	
Teacher Education - English/Language Arts	5
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	3
Teacher Education - Music	7
Teacher Education - Physical Education and Coaching	3
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	1
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	2
Teacher Education - Physics	
Teacher Education - Spanish	1
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	



Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	2
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	2
History	2
Foreign Languages	1
Family and Consumer Sciences/Human Sciences	
English Language/Literature	1
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	2
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	1
Computer and Information Sciences	
Other Specify : Sports Admin; Health Promotion Mgmt	4

### Section I.f Program Completers

**Provide the total number of teacher preparation program completers in each of the following academic years:**

2011-12: 65

2010-11: 49

2009-10: 64

## Section II. Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

### Academic year 2011-12

Did your program prepare teachers in mathematics in 2011-12?

Yes

How many prospective teachers did your program plan to add in mathematics in 2011-12?

2

Did your program meet the goal for prospective teachers set in mathematics in 2011-12?

No

Description of strategies used to achieve goal, if applicable:

Advisement, early field experiences

In addition to Math For Elementary Majors, our elementary candidates take two four hour math courses from our Mathematics Department. Math professors have the opportunity to identify elementary candidates who have particular skill or interest in math. Although to date, we have not recruited an elementary candidate who chooses to add the middle school math endorsement.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Note: The goal was to recruit two middle school candidates in math and science. We did not meet this goal.

### Academic year 2012-13

Is your program preparing teachers in mathematics in 2012-13?

Yes

How many prospective teachers did your program plan to add in mathematics in 2012-13?

2

**Provide any additional comments, exceptions and explanations below:**

Note: The goal was to recruit two middle school candidates in math and science. We did not meet this goal.

**Academic year 2013-14**

**Will your program prepare teachers in mathematics in 2013-14?**

Yes

**How many prospective teachers does your program plan to add in mathematics in 2013-14?**

2

**Provide any additional comments, exceptions and explanations below:**

## Section II. Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at

<http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

**Academic year 2011-12**

**Did your program prepare teachers in science in 2011-12?**

Yes

**How many prospective teachers did your program plan to add in science in 2011-12?**

2

**Did your program meet the goal for prospective teachers set in science in 2011-12?**

No

**Description of strategies used to achieve goal, if applicable:**

Our goal was to recruit two middle school science candidates. One candidate added the middle school science endorsement.

**Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:**

**Provide any additional comments, exceptions and explanations below:**

**Academic year 2012-13**

**Is your program preparing teachers in science in 2012-13?**

Yes

**How many prospective teachers did your program plan to add in science in 2012-13?**

2

**Provide any additional comments, exceptions and explanations below:**

Currently, four Science MAT candidates are completing their student teaching requirement.

**Academic year 2013-14**

**Will your program prepare teachers in science in 2013-14?**

Yes

**How many prospective teachers does your program plan to add in science in 2013-14?**

1

**Provide any additional comments, exceptions and explanations below:**

At present one MAT candidate is planning to return to add an additional Science endorsement.

## Section II. Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at

<http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

**Academic year 2011-12**

**Did your program prepare teachers in special education in 2011-12?**

Yes

**How many prospective teachers did your program plan to add in special education in 2011-12?**

0

**Did your program meet the goal for prospective teachers set in special education in 2011-12?**

Yes

**Description of strategies used to achieve goal, if applicable:**

Our goal was to increase to 80% the number of Elementary Majors who add a second endorsement in special education, early childhood, or English as a Second Language. We met this goal in 2011-2012.

Rather than putting particular pressure on candidates to add the SPED endorsement, we advise candidates to consider a second endorsement in one of several areas (above).

**Description of steps to improve performance in meeting goal or lessons learned in meeting**

goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in special education in 2012-13?

Yes

How many prospective teachers did your program plan to add in special education in 2012-13?

0

Provide any additional comments, exceptions and explanations below:

In 2012-2013, 70% of elementary majors had a second endorsement in early childhood, special education, or English as a Second Language. We did not meet our goal in 2012-2013.

Academic year 2013-14

Will your program prepare teachers in special education in 2013-14?

Yes

How many prospective teachers does your program plan to add in special education in 2013-14?

0

Provide any additional comments, exceptions and explanations below:

In 2013-2014, 80% or more of our elementary majors will have a second endorsement in early childhood, special education, or English as a Second Language.

## Section II. Annual Goals - LEP

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in instruction of limited English proficient students in 2011-12?

Yes

How many prospective teachers did your program plan to add in instruction of limited

**English proficient students in 2011-12?**

0

**Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2011-12?**

Yes

**Description of strategies used to achieve goal, if applicable:**

Our goal was to increase to 80% the number of elementary candidates who have a second endorsement in early childhood, special education, or English as a Second Language. We met this goal.

**Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:****Provide any additional comments, exceptions and explanations below:****Academic year 2012-13****Is your program preparing teachers in instruction of limited English proficient students in 2012-13?**

Yes

**How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2012-13?**

0

**Provide any additional comments, exceptions and explanations below:**

Our goal was to increase to 80% the number of elementary majors who add a second endorsement in early childhood, Special Education, or English as a Second Language. We did not meet this goal. In 2012-2013, 70% of elementary majors had a second endorsement.

**Academic year 2013-14****Will your program prepare teachers in instruction of limited English proficient students in 2013-14?**

Yes

**How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2013-14?**

0

**Provide any additional comments, exceptions and explanations below:**

Our goal is to increase to 80% the number of elementary majors who add a second endorsement in early childhood, Special Education, or English as a Second Language.

**Section II. Assurances**

**Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.**

**Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment**

**trends.**

Yes

**Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.**

Yes

**Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.**

Yes

**Prospective general education teachers are prepared to provide instruction to students with disabilities.**

Yes

**Prospective general education teachers are prepared to provide instruction to limited English proficient students.**

Yes

**Prospective general education teachers are prepared to provide instruction to students from low-income families.**

Yes

**Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.**

Yes

**Describe your institution's most successful strategies in meeting the assurances listed above:**

All candidates take required courses in special education, and complete required field experiences in a variety of settings. All candidates across programs will have required field experiences in classrooms or programs that serve students with special needs, students with limited proficiency in English, and students from low income families. We track this information in a database, and, check this prior to confirming a student teacher placement.

We check candidates completion of each at points throughout the program.

### Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	106	180	106	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12	65	180	65	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11	45	180	45	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS)	60	180	60	100

All program completers, 2009-10				
ETSo710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	106	179	106	100
ETSo710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2011-12	65	178	65	100
ETSo710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2010-11	45	177	45	100
ETSo710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2009-10	62	179	62	100
ETSo720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	106	177	106	100
ETSo720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2011-12	65	176	65	100
ETSo720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2010-11	45	177	45	100
ETSo720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2009-10	61	176	61	100

### Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2011-12	65	65	100
All program completers, 2010-11	45	45	100
All program completers, 2009-10	63	63	100

### Section IV. Low-Performing

**Provide the following information about the approval or accreditation of your teacher preparation program.**

**Is your teacher preparation program currently approved or accredited?**

Yes

**If yes, please specify the organization(s) that approved or accredited your program:**

State

NCATE

Other (specify: Hastings College is HLC/NCA accredited, also)



**Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?**

No

## Section V. Technology

**Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.**

**Does your program prepare teachers to:**

- **integrate technology effectively into curricula and instruction**

Yes

- **use technology effectively to collect data to improve teaching and learning**

Yes

- **use technology effectively to manage data to improve teaching and learning**

Yes

- **use technology effectively to analyze data to improve teaching and learning**

Yes

**Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.**

All candidates take an instructional tools course and all Teacher Education courses include assignments that require technology and a degree of technology proficiency. Specific assignments such as the digital program portfolio and the impact on student learning project require technology use. Technology use is assessed in courses and field experiences, and during student teaching.

Our program outcomes address technology proficiency, which means candidates' technology proficiency is assessed throughout the program in courses and in field experiences, including student teaching.

## Section VI. Teacher Training

**Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.**

**Does your program prepare general education teachers to:**

- **teach students with disabilities effectively**

Yes

- **participate as a member of individualized education program teams**

Yes

- **teach students who are limited English proficient effectively**

Yes

**Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

In addition to required coursework in Special Education and in Multicultural Education, students complete field experiences in diverse classrooms where they have opportunity to work with second language learners, students with disabilities, and have opportunity to participate in scheduled IEP meetings, when parents permit the involvement of our candidates.

**Does your program prepare special education teachers to:**

- **teach students with disabilities effectively**  
Yes
- **participate as a member of individualized education program teams**  
Yes
- **teach students who are limited English proficient effectively**  
Yes

**Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

Required courses in special education include training in participation as a member of an IEP team. As part of the practicum and clinical experiences, candidates may have opportunity to participate in parent conferences and IEPs. However, in some instances, parents prefer that candidates not be included and we respect parent preferences.

## Section VII. Contextual Information

**Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.**

Our 2011 NCATE Institutional Report is attached. Highlights of the report include a description of our program requirements, including decision points from admission to the program through graduate followup, a description of our field experiences, and a description of data-driven program changes.

## Supporting Files

[Institutional Report](#)

[Contact Us](#) - [Glossary](#) - [Log out](#)

Title II, Higher Education Act

OMB Control No.: 1840-0744 (exp. 12/31/2015)

---